DOCUMENT RESUME

ED 260 636 HE 018 625

AUTHOR Anderson, Jennifer, Comp.; Smith, Leslie, Comp.
TITLE Bibliography of Research in Experiential Learning, Internships and Field Studies. PANEL Resource Paper #10.
INSTITUTION National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.
PUB DATE 83
NOTE 28p.; Revision of a bibliography compiled by the Research Committee for the University of California Systemwide Experiential Learning Project. For related documents, see HE 018 617-635.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; College Students; Cooperative Education; *Educational Research; *Experiential Learning; *Field Experience Programs; *Internship Programs; Learning Experience; Models; Postsecondary Education; Program Design; Program Evaluation; *Research Projects; Student Development

ABSTRACT

An annotated bibliography on the state of research in experiential learning covers sponsored field study, internships, or cooperative type placements at the postsecondary level. In addition to 4 studies in progress, 23 empirical research projects are described that concern program evaluation, developmental changes in students, program design, and the learning environment. Another section covers 26 models that can be used as a basis for the design and conduct of further research on experiential learning. Finally, related research that has implications for experiential education is described. These 12 studies focus primarily on the questions of who the learner is and how learning occurs. Each study/model of the bibliography is categorized according to a conceptual framework that includes four sets of variables: (1) participant characteristics (demographic, attitudinal, cognitive, affective); (2) delivery (program designs, learning methods, evaluation, learning environment, course designs); (3) outcomes (learner, employer, faculty, community); and (4) institutional implications (retention, enrollment, recruitment, impact on educational philosophy). (SW)

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PANEL Resource Paper #10

BIBLIOGRAPHY OF RESEARCH IN EXPERIENTIAL LEARNING, INTERNSHIPS AND FIELD STUDIES

Compiled by Jennifer Anderson
with Leslie Smith

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PANEL Resource Paper #10

BIBLIOGRAPHY OF RESEARCH IN EXPERIENTIAL LEARNING, INTERNSHIPS AND FIELD STUDIES

Compiled by Jennifer Anderson
with Leslie Smith

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BIBLIOGRAPHY ON RESEARCH IN EXPERIENTIAL LEARNING, INTERNSHIPS AND FIELD STUDIES

INTRODUCTION

This bibliography is designed to be a working tool for those interested or involved in the field of experiential education. It is not meant to be a static, definitive document, but a resource which is constantly growing and changing as it is used, and as new entries become available.

The bibliography was originally compiled in 1979 by the Research Committee of the University of California Experiential Learning Project (Ex-L). Its purpose was to determine:

(a) the state of research related to experiential education; and

(b) research needs and directions which would further the understanding of experiential education and its appropriate uses in higher education.

The work of the Ex-L Research Commitee was presented at the 1980 NSIEE Conference and, as a result of positive response to that session, a revision was completed during the next year and presented at the 1981 conference. There was continuing interest on the part of NSIEE to further update and expand the bibliography. In May of 1982, funding from Chevron was received to support this project. What started as a University of California systemwide project now became officially linked to NSIEE through its Research Task Force.

In its initial work, the Ex-L Committee defined research as studies based on systematically collected empirical data. That definition continues to be used. In our first search, relatively little was found that fit this definition so other items that were both relevant and interesting were included. In this search, much more pertinent data was available. Therefore, the bibliography's format and focus have changed.

For purposes of this revision, experiential learning is limited to sponsored field study, internship, or co-op type placements at the post-secondary level. This is not meant to make judgments about the importance of experiential learning at other levels, or the usefulness of other types of experiential learning, but to provide a clearer framework within which to work. It is hoped that in time new sections or papers will be written which are specific to secondary and elementary levels as well as outdoor, prior, and non-sponsored learning situations.

The current bibliography is divided into five categories which are more fully described in the introduction to each section.

(a) Research
(b) Research in progress
(c) Models for research
(d) Related research
(e) References

Each entry in the bibliography has been categorized in relation to a conceptual framework developed by Dennis Smith of Thomas Edison College and modified by the Ex-L Committee. It includes four sets of variables:

#1 PARTICIPANT CHARACTERISTICS	#2 DELIVERY	#3 OUTCOMES	#4 INSTITUTIONAL IMPLICATIONS
Demographic	Program designs	Learner	Retention
Attitudinal	Learning methods	Employer	Enrollment
Cognitive	Evaluation	Faculty	Recruitment
Affective	Learning environment	Community	Impact on educational philosophy
	Course designs		

The number(s) in the outside margin next to each of the entries corresponds with the number denoting each set of variables outlined in the framework. For example, F. Betts' study on "Assessing the Effects of Anxiety on Student Satisfaction..." examines the relationship between program design (a variable in DELIVERY, #2) and satisfaction (a variable in OUTCOMES, #3).

During the past seven months a major effort has been made to review new sources, solicit input and feedback from practitioners across the country, check past entries for accuracy, and make the bibliography more useful. The response to requests for information was very positive. At this writing, there are still some articles which have not been reviewed, and others which are still coming in. An arbitrary cutoff for new information was set so that this revision could be printed and distributed. However, it is intended that the bibliography will be continually updated and, with the help of the computer, a new version will be produced every four to six months depending upon information received.

The effectiveness of this bibliography depends upon input from its users. All comments, additions, and help are welcome.

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ACKNOWLEDGMENTS

I would like to acknowledge and thank the members of the original Ex-L Research Committee, whose initial work served as the basis for this revision: Linda Hughes, University of California, Davis; Julie Gordon, University of California, San Diego; and, especially Jane Permaul, University of California, Los Angeles, for her continued support and guidance, particularly when I got bogged down.

Thanks are also extended to: all those who responded to my request for information and feedback; Jane Kendall and Terri Shoemaker who sent my way everything that looked remotely connected to research; Ken Fox, for his logistical support for the Ex-L committee and his original work on the annotations; Steve Littrell, who helped me get this in and out of the computer; and, Gretchen Miller, for her patience and her assistance with proofing, typing, and questions of style during the last two rewrites.

This revision was made possible by the support of Nancy Lingren, and the gift which she made available to NSIEE through Chevron. This funding, which was earmarked for hiring an intern, has allowed me the pleasure of working with Leslie Smith. Her hard work and critical questions have contributed greatly to the quality of the bibliography.

Jennifer Anderson
February 1983

RESEARCH

The entries in this section are studies based on empirical rather than impressionistic data. For the most part, they deal with cause and effect relationships; that is, program design and its impact on the learner (delivery and outcomes). The original entries in this section were primarily motivated by the need to evaluate existing programs. The more recent studies focus on developmental changes in the participants--what is being learned and how. Researchers are also examining program design and the learning environment.

Since much of the information is program specific, only the most recent and pertinent information was selected. If there were several articles describing the same research project or program, they may not all have been included.

Betts, F. M. "Assessing the Effects of Anxiety on Student Satisfaction in the GLCA-Philadelphia Urban Semester." Philadelphia: Great Lakes Colleges Association, 1977.

2-3 This study identifies the attitudes of students participating in the GLCA-Philadelphia Urban Semester. A pre- and post-experience questionnaire revealed no significant differences at the start of the study between off-campus students and those who remained on campus. However, at the end of the study, learners "in the field" demonstrated more competence in social and personal efficacy, as indicated by an increase in levels of assertiveness and a decline in anxiety levels.

Betts, F.M. III, "Anxiety, Depression, and Hostility Levels Among Students in Experiential Programs: A Case Study, The G.L.C.A. - Philadelphia Urban Semester." Philadelphia, Great Lakes Colleges Association, 1979.

2-3 This case study of the Urban Semester Program examined the program's potential impact on the hostility, depression and anxiety levels of participating students. The program's staff was concerned with effects of the semester in addition to the recognized goal of, "increased personal and social efficacy." Using the Multiple Affect Adjective Check List, the author found that, "the results indicate a significant decline in anxiety levels associated with program participation and varying results with regard to depression and anxiety levels."

Borzak, L., & Hursh, B. "Integrating the Liberal Arts and Preprofessionalism through Field Experience: A Process Analysis." Alternative Higher Education, Vol. 2, No. 1 (1977): 3-15.

2-3 This study analyzes data collected from seven field study programs. It identifies the two processes of reciprocity and

decentering as key elements which, when integrated, allow the potential for significant affective and cognitive growth in individuals. The authors found that field study can provide the vehicle for this integration. Traditional liberal arts goals of objective thinking, integration of diverse materials and ideas, and effective problem solving were possible outcomes achieved through successful field study experiences.

Breen, P. & Warren, J.R. "The Educational Value of Portfolio and Learning Contract Development." Columbia, Maryland: Council for the Advancement of Experiential Learning, 1981.

2 This study examined the perceptions of program administrators as to the processes and outcomes in the preparation of portfolios for prior learning assessment, and the development of learning contracts for sponsored programs. Based on responses to four questionnaires, the authors concluded that the most important types of learning are in areas of personal growth and critical thinking development. Individual contact with faculty and formal instruction were considered essential.

Brown, S. J. Cooperative Education and Career Development: A Cooperative Study of Alumni. Boston: Northwestern University, 1976.

2-3 A national study of cooperative and non-cooperative education alumni examined the impact of cooperative education and field experience programs on career patterns of college graduates in the classes of 1965, 1970 and 1974. The report addressed alumni viewpoints concerning the following: undergraduate career preparation, first full-time job, current employment, avocational activities and attitudes towards his/her college. The research details the differential impact of cooperative education on women and members of minority groups. The study also discusses specific curricula and the effects of participation over time.

Cordisco, J., Carver J., & Fletcher, S. "The Influence of Collegiate Internship on Career Planning." Pittsburgh: Chatham College, 1980. Available from PANEL.

2-3 This study at Chatham College looks at the relationship between academic internships and students' knowledge of careers. Through a pre- and post-study questionnaire the authors determined that significant growth occurred in the areas of knowledge of work, educational preparation for work and personal development for students who participated in internships.

Crommett, M. "Fostering the Cognitive Development and Internal Locus of Control of College via a Career Development Class Based Upon Perry's Theory of Cognitive Development." University of Southern California, Phd Dissertation, 1982. Available from author, University of Redlands.

2-3 This pre- and post-test study compared participants in a career exploration class to students in a traditional college psychology course. The purpose of the research was to measure the former groups' level of internal locus of control and cognitive development through the implementation of a career development model. The hypothesized differences between the two groups did not prove statistically significant.

Fenton and Fenton Educational Research Service. Pennsylvania Department of Education Undergraduate Internship Programs: An Evaluation Report. Fall 1975.

2-3 The authors assessed the Pennsylvania Department of Education Internship Program with respect to three major questions: 1) Did the program provide a broader learning experience for students? 2) Did it promote student knowledge of, and involvement in, government processes? and 3) Did it encourage the personal growth and development of the students? The evaluation, which focused on learning outcomes, consisted of supervisor and student responses to four questionnaires. An overwhelming majority of students rated the internships as superior to a semester on campus and reported increased understanding of government processes.

Gansneder, B. & Little, T.C. "College Student Career Development Through Short-Term Work Experience." Bureau of Educational Research, University of Virginia, June 1977. Available from PANEL.

2-3 After completing a short term work experience, participants were asked nineteen questions about the value of the program in providing various benefits. The most positive responses were to items related to personal development and vocational information. The authors indicated that the objectives of both liberal learning and vocationalism can be jointly pursued through work-learning programs. Additionally, the study concludes that, "work experience in itself is not sufficient. It is work that challenges the student's abilities, that provides for personal growth through the integration of classroom knowledge and work experience."

Gottsdanker, J. "The Impact of an Internship Experience on Economically Disadvantaged Students." Applied Learning Program Placement Center, University of California, Santa Barbara, October, 1981. Available from PANEL.

1-3 The Applied Learning Program at University of California at Santa Barbara offered paid internships to "economically disadvantaged students" in a broad range of professional and business occupations. A pre- and post-participation questionnaire revealed that internships are an effective means for upgrading the career effectiveness of students with backgrounds of economic deprivation.

Griffore, R.J. & Persell, D.E. "Quality Issues in Student Assessment and Program Evaluation: An Evaluative Study of the Impact on the Intern Experience on Students' Career Development." Michigan State University, October 1981. Available from PANEL.

1-2 3 This study examined the impact of internship experiences upon career development among 64 undergraduates at Michigan State. Pre- and post-internship questionnaires assessed the career development needs, expected goals and demographic characteristics of each participant. A required Pre-Field Experience Seminar proved to have a more profound impact on career development than did the field experience itself. The authors suggest that the seminar, in providing students with "skill acquisition in self-understanding relative to career preparation, pursuit and placement adds meaning to the actual intern experience."

Harmon, S.K. "A Comparison of Lecture and Experiential Learning Models in Teaching Human Ecology." PhD Dissertation, University of Utah. Dissertation Abstracts International, 1974, 34(10-B), 5036-5037.

2-3 This pre- and post-test study compared the knowledge and attitude test results among a group of college students exposed to a traditional classroom approach to the results of students participating in a human ecology course which was experientially based. While both courses appeared to increase group knowledge of human ecology, the rate at which student understanding of concepts increased was greater in the traditional classroom. Nevertheless, both courses were effective in developing positive attitudes towards selected problems in human ecology.

Heck, S., & Weible, T. "Study of First Year College Students' Perceptions of Career Choice Based on Exploratory Field Experiences." Journal of Educational Research, May/June 1978.

2-3 This report details the results of a field based exploratory career program designed for college freshmen which accentuates both self knowledge and career related skills. A questionnaire, administered to the participants on four separate occasions, assessed their changing attitudes towards the field experience as well as self perceptions related to career choice. Results indicate that exploratory career programs increase the confidence in college freshmen in making career decisions.

Hendel, D. D., & Enright, R. "An Evaluation of a Full-Time Work Study Program for Undergraduates." Alternative Higher Education, Vol. 3 (1978): 21-30.

2-3 The authors state that the study examined the effects of

combining on-the-job learning with course work for a group of 26 students enrolled in the University Year for Action Program. Results indicated that, although participants evaluated the agency learning environments much more positively than parallel classroom experiences, completing the program had relatively little impact on variables such as concept knowledge and moral judgement, which were hypothesized as relevant outcome dimensions. Students' direct evaluations of their year long experience provided information which has been used in modification of the program.

Hull, W. F. IV; Lemke, W. H. "Research Findings and Administrative Implications for Off-Campus Education." The American Undergraduate, Off-Campus and Overseas: A Study of the Educational Validity of Such Programs. University of California, Santa Barbara, 1975.

2-3 4 This experiential learning study assesses both overseas and US off-campus programs. Results from the Individual Opinion Inventory suggest that the impact of a field experience is dependent on psychological factors (e.g. individual receptivity, motivation and openness) rather than the factor of location. Statistical analysis focused on learning outcomes that could be measured in terms of group data.

Hursh, B. A., & Borzak, L. "Toward Cognitive Development Through Field Studies." Journal of Higher Education, Vol. 50, No. 1 (1979): 63-78.

1-2 3 This paper evaluates two field study programs at Northwestern University involving 31 students. Focusing on role theory and cognitive development, the authors describe and analyze the programs, the participants and various outcomes. Surprisingly, each student's learning about herself or himself was found to be a more valued and central outcome than the obtaining of a vocational goal direction.

Jenks, L. & Murphy, C. "Integrating the Community and the Classroom: Implementing at the Postsecondary Level." Far West Laboratory for Educational Research and Development, San Francisco, 1981.

2 This report summarizes the results of individual interviews with instructors who have included community based learning activities as part of their social science and humanities courses at the post-secondary level. The interviews focused on identifying the skills, attitudes and resources perceived by instructors as necessary in order to perform effectively. Problems encountered during implementation were addressed. Additionally, suggestions and recommendations were elicited during the interviews.

Kiel, D. H. "Student Learning through Community Involvement: A Report on Three Studies of the Service Learning Model." A

report for the North Carolina Internship Office and the Southern Regional Education Board, July 1972.

1-2 3 This research paper identifies and examines the educational benefits derived from a state-wide service learning program. The goals of this study were to: 1) Define the learning outcomes that can be reasonably associated with service learning experiences; 2) Identify, empirically, the important variables that determine learning; 3) Develop and test a theoretical framework that associates learning outcomes with the varieties of service learning experiences.

Moore, D.T. "Discovering the Pedagogy of Experience." Harvard Educational Review, Spring 1981.

2 Using task and context analysis methodologies, the author examines dimensions of experiential education in an attempt to develop a coherent portrait of a learning environment. This study includes extensive interviews, field observation and document analysis in 35 resource settings.

Murphy, C. "Integrating the Community and the Classroom: Instructors Describe the Results." Far West Laboratory for Educational Research and Development, San Francisco, 1981.

2-4 This report examines the implementation of post-secondary courses in the humanities and social sciences which include a field experience component. Sixty-eight faculty members were interviewed to determine the impact of these courses on the students, instructors, community agencies and educational institutions. The interview questions addressed some of the following course factors: demographics, goals, individual roles and responsibilities, and the potential for expanding the experiential approach. Rather than evaluating any of the learning activities, this study addresses the specific needs of faculty and administrators.

Owens, T. & Owen, S. "Enhancing the Quality of Community Learning Experiences." Alternative Higher Education, Vol. 4, No. 2 (Winter 1979): 103-112.

2-3 4 This article describes the findings of a questionnaire study administered to 218 students in eight experience based Career Education Programs in five states. The study addressed the following questions: 1) What distinguishes an excellent community learning experience from an unsuccessful program? 2) What is the impact of the community upon such experiences? 3) Do young women's and men's perceptions of successful and poor Career Education Programs differ? Students rated "hands-on learning" as the most important aspect of a community experience.

Pyle, R. International Cross-Cultural Service/Learning: Impact on

Student Development. Michigan: Alma College, 1981.

2-3 This article provides information on the developmental impact of a service/learning program on students at a private liberal arts college. The Student Development Task Inventory was used in a pre- and post-test study to determine what, if any, changes took place on the developmental variables of the SDTI. A number of significant changes did occur with the experimental group which went to Jamaica while the control group experienced no changes during the program's tenure.

Wagner, J., & Ehrensaft, D. "Integrating Theory and Practice." Unpublished study. Field Studies Program, UC Berkeley, California, June 1979. Available from PANEL.

2 This study examines student responses to courses with field work components and analyzes the integration of the classroom seminar and field work. The authors found that the most effective integration occurred when the instructor had a strong classroom presence. Also, journals proved more valuable in integrating course work than did a final paper.

RESEARCH IN PROGRESS

The intent of this bibliography is to keep people in the field of experiential learning aware of relevant data and each other's work. Although this section is short, it was included for this reason. Investigators who have ongoing research projects, or who are in the process of publishing their research, are encouraged to send in information.

Newmann, F.M. "High School Community Service Programs: A Study of Diversity, School-Community Integration, and Social Development." University of Wisconsin, 1982.

1-2 3 This study of 8 high school community service programs will address the following questions: 1) How do programs respond to students from diverse socioeconomic backgrounds and abilities? 2) Are program participants integrated into adult community life? 3) What impact do community service programs have on the social development of participants? Through the use of a pre-test, midpoint and post- test, the author will gather data on student attitudes and program practices. A monograph will be produced in 1983.

Permaul, J., Lipschutz, M., & White, A. UCLA Impact Study. University of California, Los Angeles.

1-2 3-4 This five year study is evaluating student participation in all experiential learning programs at UCLA. Relationships between different experiential education activities and learning outcomes are highlighted.

Regan, M. Longitudinal Study of Adult Development. Department of Applied Behavioral Science. UC Davis.

2-3 This research looks at the relative impact of a variety of factors on adult careers including experiential learning. It uses personality inventory, interviews, and survey instruments to be developed by the researcher. The survey on college outcomes is complete and the analysis is in progress.

Vold, L.A. and Wood, B.L. "Interns: A Breed Apart." Indiana University of Pennsylvania, nd.

The question, "Is there a difference between interns and non-interns in professional and liberal arts curricula?" is central to the work being done by Vold and Wood. Their research focuses primarily on demographic data, grade points and test scores. Most of the data has been collected and analyzed but not presented formally.

MODELS FOR RESEARCH

This section includes models that can be used as the basis for designing and conducting further research on experiential learning. Some models are based on prior research from a wide variety of disciplines, while others have been developed from close evaluation by practitioners in the field. Those with a research base are indicated with an asterisk.

This is not an exhaustive listing, but a sample of projects by people who have received attention from and had an influence on the field of experiential learning.

*Argyris, C. "Explorations in Interpersonal Competence-I." Journal of Applied Behavioral Science, Vol. 1, No. 1 (1965): 58-83.

3 This paper presents a model for identifying and measuring individual interpersonal competence, followed by a description of a testing procedure that has been implemented. Argyris defines interpersonal competence and justifies the allocation of educational resources towards future research on this subject.

Breen, P., Donlon, T. F., & Whitaker, U. Learning and Assessing Interpersonal Competence--A CAEL Student Guide. Columbia, Md.: CAEL, 1977

2-3 4 This guide is intended to serve the needs of students interested in experiential learning. It has two general goals: 1) to provide information about the nature and types of interpersonal competence, and about the process of planning and assessing experiential learning; and 2) to provide some suggestions about the application of this information either to planning self-directed learning experiences and preparing for assessment, or to meeting the requirements established on campuses for personal or professional learning of interpersonal competence.

Breen, P., Donlon, T. F., & Whitaker, U. Teaching and Assessing Interpersonal Competence--A CAEL Handbook. Columbia, Md.: CAEL, 1977.

2 This handbook is designed to help faculty members and administrators with four primary tasks: 1) incorporating the subject of interpersonal competence into the programs of post-secondary institutions; 2) developing theoretical foundations for the teaching and assessing of interpersonal competence; 3) administering programs of experiential learning; and 4) assessing experientially acquired interpersonal competencies.

Brooks, S. E., & Althof, J. E., et al. "Enriching the Liberal Arts through Experiential Learning." Part of a series in New Direc-

tions for Experiential Learning, Volume 6. San Francisco: Jossey-Bass, 1979.

2 This volume in the New Direction series discusses the ways that experiential learning can be used as an instructional tool to provide career-related experiences, service-learning opportunities, a chance to test theory in the field and to, as the title suggests, enrich the liberal arts.

Chickering, A. W. Experience and Learning: An Introduction to Experimental Learning. Change Magazine Press, 1977.

2-4 This report provides a balanced introduction to experiential learning. It includes roots and definitions, examples of programs and learning contracts, observations and applications, problems, potential costs and policy implications.

*Chickering, A. W. "Development Change as a Major Outcome." Experiential Learning: Rationale, Characteristics, and Assessment, Morris Keeton ed. San Francisco: Jossey-Bass, 1976.

4 In this chapter, Chickering examines the notion of understanding the motives and learning styles of college students through an understanding of adult development and cognitive styles. He addresses this question in two parts: first by describing major dimensions of adult development, and second by indicating some of the implications for education.

*Claxton, S. S., & Ralston, Y. Learning Styles: Their Impact on Teaching and Administration. Prepared by ERIC, published by AAHE, One Dupont Circle, Suite 780, Washington, D. C. 20036, 1978.

2-4 This research addresses the problem of relating learning styles to different teaching modes. The first half of this book includes a description of several diverse learning models. In the second section, the authors discuss the dynamic between administrative response and instructional changes. These instructional changes are examined from the perspective of students, teachers and institutions.

Cross, K. P., Accent on Learning. San Francisco: Jossey-Bass 1976.

1-2 Cross has compiled information from over one thousand studies
4 of teaching, learning and student development programs. In this article, she offers practical strategies for facilitating student learning. She also suggests a model of education that encourages academic achievement, while acknowledging student differences.

*Druian, G, Owens, T. & Owen, S. "Experiential Education: A Search for Common Roots." Journal of Experiential Education, Fall

1980. Complete report available from Northwest Regional Educational Laboratory, Portland Oregon.

2 This study focused on the issue of commonalities among experiential education programs. The authors produced a nine dimension framework for identifying essential and common characteristics of three different programs: Experience-Based Career Education, Foxfire and Outward Bound. These dimensions included learning strategies, program outcomes and characteristics of participants and instructor roles. Over thirty essential elements were hypothesized within these nine dimensions.

Duley, J., & Gordon, S. College-Sponsored Experiential Learning--A CAEL Handbook. Columbia, Md.: CAEL, 1977.

2 This handbook is designed for faculty as well as other professionals concerned with developing effective programs of off-campus experiential learning and assessing the outcomes of these programs. The authors provide theoretical background for sponsored off-campus programs, but place the major emphasis upon pragmatic problems of defining educational objectives, developing placements for students, and preparing those students for effective learning experiences.

*Faught, W. S. "A Model for Self-Developed Undergraduate Liberal Arts Internships in Business and Industry." Master's thesis, University of San Fransisco, 1980. Available from PANEL.

2 Finding entry level jobs in business and industry has been a difficult task for liberal arts graduates, and yet, skills that liberal arts students possess are being sought after in business fields. In this thesis, the author describes a model for a course which addresses this apparent dichotomy. Extensive interviews with business executives and a self-developed internship proved to be successful vehicles for bridging the gap between the needs of the students and those of industry, and for changing students' perception of the business world.

Keeton, M. & Associates. Experiential Learning: Rational, Characteristics and Assessment. San Francisco: Jossey-Bass, 1976.

This is an important source book on experiential learning which includes many articles noted in other sections of this bibliography. Some of the articles not noted could serve as important models for further research.

Knapp, J., & Sharon, A. A Compendium of Assessment Techniques. A handbook. Columbia, Md.: CAEL, 1975.

2 This compendium provides an introduction to techniques that can be used to assess student "learning by doing." This model can evaluate post secondary learning by students during participation in a variety of social, artistic, political, cross-

cultural or work activities off campus.

*Knowles, M. S. The Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, 1970.

2-3 This guide to the theory and practices of learner-centered adult education focuses on the differences between adult learners and traditional college students. It includes numerous examples of materials developed at a variety of institutions.

Kolb, D. A. "Stage Theories and Disciplinary Learning Environments: Diverse Pathways for Growth." The Modern American College. Edited by Arthur Chickering. San Francisco: Jossey-Bass, 1979.

2 This chapter examines Kolb's "experiential learning theory." It includes references to other research, theories of cognitive development and styles of learning.

Kolb, D. A., and Fry, R. "Towards an Applied Theory of Experiential Learning." Theories of Group Processes, C. L. Cooper, ed. London: John Wiley & Sons, 1975.

2 In this chapter, Kolb and Fry outline their important theory of experiential learning in a four-stage cycle: "Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a 'theory' from which new implications for action can be deduced. These implications or hypotheses then serve as guides interacting to create new experiences.

*Laramee, W. A. "Educational Debriefing: A Learning Tool." Synergist, Volume 5 (1977): 30-34.

The author of this article presents a clear and practical model for debriefing that follows a three-session format. Sample work tools are included.

Markwood, R. & Zanville, H. A Casebook on Practice in Internship Education. WICHE Publications and CAEL, 1982.

2 This casebook has been designed to provide information on internship education for interns, program staff, faculty, agency sponsors, students and researchers. The authors discuss procedures used by selected programs, analyze various administrative models of programs and examine six case studies of internship programs.

Marshall, V. C. "How to Assess College Students During External Placements: A British View." Journal of Cooperative Education, Volume X, No. 2 (May 1974).

2 The author presents a background for, and a model of, "sandwich courses" in Great Britain (courses normally of four years duration, of which one to two years are spent in supervised industrial experience). The study included a sample assessment form and a discussion of areas of assessment.

McHugo, G., & Jernstedt, G. C. "The Affective Impact of Field Experience Education on College Students." Alternative Higher Education, Volume 3, No. 3, (1979).

1-2 3 The authors argue that a knowledge of experimental design techniques makes obvious the need for a major revision in the methodology of field experience evaluation. They suggest that studies of field experience may be organized according to three states of the experiential process: 1) selection factors prior to the experience; 2) immediate change due to the experience; and 3) the persistence of change following the experience. Compared to traditional campus activities, field experiences appear to have some significant impact on college students.

*Moos, R. Evaluating Educational Environments: Procedures, Measures, Findings, and Policy Implications. San Francisco: Jossey-Bass, 1979.

2-3 This book presents extensive findings on how students' learning and development are influenced by characteristics of their classroom and living group settings. It also explains how social climate and student behavior in a college living group are affected by such factors as room design, location of study and recreation areas, student-staff relationships, frequency of house athletic activities, and the ability levels and majors of students.

Munce, J. W. "Taking Charge of Experience through Life/Work Planning." Combining Career Development with Experiential Learning, Frank Van Aalst, ed. Part of a series in New Directions for Experiential Learning, Volume 5. San Francisco: Jossey-Bass, 1979.

A research methodology with a new understanding of skills is now being applied to college development programs. Its tools, as presented here, stress experiential learning.

*Payne, D. A. Curriculum Evaluation: Commentaries on Purpose, Process, Product. Lexington, Mass.: D. C. Heath and Co., 1974.

2 This collection of articles is designed to facilitate the exchange of information between the curriculum worker and the educational evaluator. Areas covered include: curriculum and instructional evaluation, identification of relevant educational goals and objectives, measurement techniques and prob-

lems associated with curriculum evaluation projects.

*Permaul, J. and Miko, M. B. Documentation and Evaluation of Sponsored Experiential Learning. CAEL Institutional Report #3. Columbia, Md., 1977.

2-3 This report has three major objectives: 1) to identify specific learning competencies; 2) to identify judges of these competencies, their qualifications, and their roles; and 3) to develop assessment procedures using these judges.

*Peterson, V. "Measuring the Impact on the Volunteer." Synergist, Volume 8, No. 1 (Spring 1979).

2 In this article the author presents a model by which a volunteer experience can be processed and measured. Current research and theory is used as a basis for this model.

*Willingham, W. W. Principles of Good Practice in Assessing Experiential Learning. Columbia, Md.: CAEL, 1977.

2 The purpose of this report is to summarize in outline form what CAEL has come to view as sound procedure in the assessment of experiential learning. It provides a distillation of CAEL research findings with appropriate references to fuller discussion.

RELATED RESEARCH

There are many studies which have implications for experiential education and the ones listed here focus, for the most part on the questions: Who is the learner? and, How does learning occur? In addition, some entries which deal with experiential education but fall outside the stated bounds of the bibliography (sponsored learning at the post-secondary level) have been included here.

Astin, A. W. Four Critical Years: Effects of College Beliefs, Attitudes, and Knowledge. San Francisco: Jossey-Bass, 1977, 293 pp.

1-2 3-4 As the author states: "The purpose of this book is to answer questions about the effects of college on beliefs, attitudes, and knowledge, and to answer them on the basis of the first ten years of an ongoing research program designed to overcome the limitations of earlier studies and to produce data for definitive studies of college impact."

Coleman, J. S., Livingston, S. A. et al. "The Hopkins Games Program: Conclusions from Seven Years of Research." Educational Researcher, Vol. 1, No. 8 (August 1973): 3-7.

2 In this study, researchers set forth a general rationale for learning from games. The main purpose of the study was to address the question of, "how do games create and influence learning?" This paper elaborates on two processes of learning, defined as "experiential" and "information processing." While most school learning involves the latter process, this study demonstrates the particular value of an experiential approach. The authors conclude that the effectiveness of a game or simulation in altering attitudes or behaviors is contingent upon the extent to which the activity requires players to use knowledge or skills related to the attitude or behavior.

Conrad, D. & Hedin, D. "Experiential Education Evaluation Project, Executive Summary." Center for Youth Development and Research, University of Minnesota, 1980.

2-3 Researchers conducting the Evaluation of Experiential Learning Project found that 30 high school experiential learning programs had a positive impact on the social, psychological and intellectual development of participating students. The research, "included tests of moral reasoning, self-esteem, social and personal responsibility, attitudes towards adults and others, career exploration, and empathy/complexity of thought." The authors found that the most valuable programs include a reflection component, give students substantial responsibility, last at least one semester and involve participants in the community four or five times a week.

Feldman, K. A. The Impact of College on Students. San Francisco:
1-3 Jossey-Bass, 1976.

Kohlberg, S. "Stage Theories of Cognitive and Moral Development: Criticism and Applications." Harvard Educational Review,
1-3 Reprint No. 13, 1978.

Lipsett, L. & Avakian, A. N. "Affective Development of Adult Students." Alternative Higher Education, Vol. 3 (1979): 211-221.

1-3 Prior studies have found that there is more potential for affective development of residential college students than for commuting students. This study tests the affective development of adult, non-resident students of Empire State College.

Loevinger, J. Ego Development. San Francisco: Jossey-Bass, 1976.

3 This work on values development has been drawn upon by many experiential educators in developing program and research models for experiential education.

Owens, T.R. & Owen, S.K. "Improving Learning in the Workplace." Journal of Cooperative Education, Vol. 18, No. 2, 1981: 57-65.

2-3 This study recognized the need to identify the impact of job site, as a factor contributing to the learning involved in experience based programs. Questionnaires were administered to over one thousand high school students enrolled in Experience-Based Career Education programs. Students felt that the most important factor for insuring an outstanding job site experience was the opportunity to try out work on their own. The results suggested several ways in which experiential education staff can improve the learning potential of a community experience, including: group counseling about the work experience, hands-on learning opportunities and freedom for student exploration.

Pace, R. C. Measuring Quality of Effort: A New Dimension for Understanding Student Learning and Development in Colleges. Report to the Spencer Foundation. Laboratory for Research on Higher Education, Graduate School Education, University of California, Los Angeles. October 1979.

2 This project resulted in the creation of a standardized questionnaire, entitled, "College Student Experiences." This test was used as a means for measuring the "quality of effort" in learning. The study indicates that the quality of effort, rather than time, is a more important factor in accounting for student learning and development.

Pascarella, E. T., & Terenzini, P. T. "Student-Faculty Informal Relationships and Freshman Year Educational Outcomes." Journal of Educational Research, LXXI. March/April 1978.

2-3 This study investigates the relationship between student-faculty informal relationships and three freshman year educational outcomes: 1) cumulative freshman year; 2) grade point average; 3) self-perceived intellectual and personal growth.

Perry, W. Forms of Intellectual and Ethical Development in the College Years: A Scheme. Holt, Rinehart & Winston, 1970.

Tough, A. Major Learning Efforts: Recent Research and Future Decisions. Toronto: Ontario Institute for Studies in Education, 1977.

1-2 Tough's research focuses on the adult learner specifically in self-direction and group learning.

REFERENCES

The following is a list of sources consulted during the development of the bibliography. Special mention should be made of the two CAEL bibliographies. They were extremely helpful and comprehensive. They also contain valuable references to philosophical and descriptive information which was not included in this bibliography, but which is important to those involved in the field of experiential learning.

Alternative Higher Education
Capsule
Change Magazine
Council for the Advancement of Experiential Learning (CAEL)
Dissertation Abstracts International
ERIC
Far West Laboratory for Educational Research and Development
Harvard Educational Review
Jossey-Bass Publications (including New Directions for Experiential Learning Series)
Journal of Educational Research
Journal of Experiential Education
Journal of Higher Education
National Center for Research in Vocational Education
National Center for Service Learning
National Society for Internships and Experiential Education (NSIEE)
Northwestern Regional Educational Laboratory
Synergist
Western Commission for Higher Education

Stutz, J. P. & Knapp, J., eds. Experiential Learning: An Annotated Literature Guide. CAEL, June 1977.

A list of about 280 references touching on a variety of important aspects of experiential learning and its assessment. All publications included were sorted into categories and judged according to the following criteria: relevance to experiential learning, usefulness, availability, and uniqueness.

Stutz, J. P. & Knapp, J., eds. Experiential Learning: An Annotated Literature Guide, 1978 Supplement. CAEL, November 1978.

This edition is a supplement to the 1977 Guide. It does not duplicate the content of the earlier document but rather provides a completely new set of references. This supplement is organized into five parts: experiential learning and experiential education, literature on assessment, an alphabetical listing of all annotated references, a list of references received too late to annotate, and a subject index.

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